

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are four skills that should be achieved by the student when they learn English namely reading, speaking, listening, and writing. Brown (2000 : 185) states that reading is arguably the most essential skill for success in all educational contents and remains a skill of paramount importance as one creates assessment of language ability. It means that reading is an essential skill for all levels and it has a large portion in teaching and learning language. Furthermore, reading also as one of the ways of gaining large information about the world and comprehending it from the written word.

And the comprehension itself is the skill of essential goal of reading, because without good comprehension, reading does not provide the readers with any information and without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed down a story written in English with no understanding of its meaning.

You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading text, the words on the page have no meaning. It means even though the students read for many reasons but understanding is always a part of their purposes.

Furthermore, in comprehending the text involves multiple skills. The multiple skills not only pronounce the sound of the letter but also all the higher

mental processes, such as memory, thought, imagination, organization, implementation, and troubleshooting. They are gathered in comprehending text related one another. By joining multiple skills are hoped to be able to comprehend text correctly. In terms of teaching reading comprehension, students are hoped not only to comprehend text but also to make the student become independent reader where they can comprehend all the text without teacher's helping or expert. As Klinger and Vaughn (2007) described that the purpose of teaching reading comprehension to make students become a good reader where good reader is able to monitor their understanding and use all available information while attempting to make sense of text and also understanding the text without base on expert's knowledge of what the good reader do to comprehend the text. But it is not easy to make the students become the good or independent reader moreover they do not know how to read well. The reality happened that many students failed in reading because they are not taught reading well. More teachers focus on teaching "reading" not "understanding" as the consequence and also more teachers just help the students to comprehend the certain text and help them to answer the question from the text. As the result, the students tend to have poor reading skill and habits or in other word the students cannot be an independent reader. So if the students are given other text, they cannot comprehend the text without their teacher.

The fact shows that the result of teaching reading comprehension is still low. It can be shown from the persistent underachievement of Indonesian students in the area of reading comprehension that has been documented in numerous high

profile reports. The data that has been observed and showed in International Student Achievement in Reading; the reading score of Indonesian students as reported by PIRL (Progress in international reading literacy, 2006) is very low. Indonesia got the fourth lowest rank from 45 countries. Furthermore, the worse result is also shown in the research which was done by PISA (Program for International Assessment, 2013); the reading score of Indonesian students was the second lowest rank. Indonesia was ranked at 64 from 65 countries. The average scores for Indonesian students for reading are 396.

This reality is contrary to Curriculum 2013 that the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language through creative and innovative teacher in the teaching reading comprehension process. But in fact as explained before that students tend to have poor reading skill and habits. This indicates that the teaching of reading comprehension should be improved.

There are many factors affecting reading comprehension, and according to Gage (2009) the success of teaching any subject is affected by (1) presage,(2) context and (3) process variable. The process variable is the last determinant of the success of teaching. Teacher's behavior is one of the aspects the process variable. In the process variable the two variables (Presage and Context) are

implemented in teaching reading comprehension or in other word the attribute that the teacher posses or teacher's planning (knowledge, experience, training, lesson plan) can be observable in teacher's behavior in real classroom. As Fung and Chow's (2002) review on pedagogy and classroom practices revealed that the teacher-centered and student-centered teaching methods are basic to most theoretical and teaching propositions. It is believed that much of the success in teaching in classrooms lies in the teachers' hands because they are responsible in stimulating students' interest and in gearing the mood and flow of the class. This is the final phase where the outcome of what and how teachers have performed in classrooms are shown. This outcome depends largely on the nature of the teacher's instruction and on the students' reception. It is the observable changes that come about in students as a result of their involvement in classroom activities with their teachers and other students.

There are many researchers had researched about teacher's behavior, one of them a journal which title "Impact of Teacher's Behavior on the Academic Achievement of University Students" Shah, (2009). In this journal the researcher found there was highly positive significant correlation between the behaviors of teachers with the academic achievements of students and this journal is quantitative research which is used questionnaire to get the data. This journal is about the teacher's behavior in general teaching. But in this research she investigated the realization of the teacher's behavior in teaching reading comprehension. This research is not about the realization between teacher's behavior and students' achievement but more than that, it's about the dynamic of

between the teacher's behavior and students' response and also the teacher's response. So this research is different to other previous researches. Where the previous research in that journal just give questionnaire to the teachers and students but in this research the researcher observed the process of teaching reading comprehension than interview the teacher to know why they do the act in the classroom. Based on the explanation above, this study aims to investigate realization of the teacher's behavior in the process of teaching reading comprehension.

1.2 The Problems of the Study

In line with the background of the study, the problems of the study were formulated as follow:

1. What are the teachers doing during the teaching of reading comprehension?
2. Why do they do the way they do?

1.3 The Scope of the Study

There are many factors influencing the result of teaching reading comprehension namely internal and external factor, including students' reading comprehension and teacher's behavior. And in this study the researcher focused on both factors in teaching reading comprehension process which was defined by

limited to the interaction between teacher and students that was watched, observed or listened to while the teaching of reading comprehension process done.

1.4 The Objectives of the Study

The objectives of the study were:

1. To describe teachers do during the teaching of reading comprehension.
2. To describe the reason why do they do the way they do.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically. Theoretically, the findings of this study can give additional information to theories related to teacher's behavior in teaching reading comprehension and Practically, the findings of this study are expected to be useful for English teachers at schools and at university in teaching reading comprehension and assist the teachers in their professional development by connecting the presage and context variable to teaching reading comprehension process. The study will expose to the teachers of English that the teachers' behavior is very important for the teaching success so that teachers can teach students to comprehend texts effectively through the attribute that the teachers posses. Furthermore, it can be applied for conducting more depth in a study on the teaching reading comprehension process in order to the teaching process runs effectively and efficiently, and also for the next researcher in teaching reading comprehension research.